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ABSTRACT

Project AFFIRM (African-American First Investment Return Module) was established in the San Jose/Evergreen Community College District in California in fall 1989 to provide academic and personal support to increase the graduation and transfer rates of African-American students. Project AFFIRM seeks to build the self-esteem of African-American students and prepare them for college transfer and or graduation with an associate degree through a variety of specialized learning strategies and supportive services (e.g., counseling, tutoring, mentoring, economic literacy and self-esteem workshops, and scholarships and loans). In spring 1993, Project AFFIRM offered seven classes: English 1A (English Composition); English 104 (Fundamentals of Composition); English 330 (Improvement of Writing; Chemistry 15 (Fundamentals of Chemistry); Guidance 95 (College Study Techniques); Mathematics 12 (Algebra I); and Communication Students 45 (Small Group Communications). The overall success rate of AFFIRM students was 69%, compared to 54% for African-Americans in non-AFFIRM comparison sections. The difference between the success rates of AFFIRM and other African-American students more than doubled between fall 1992 and spring 1993. AFFIRM students did noticeably better than other African-Americans in English 104 (86% compared to 61%) and English 330 (82% compared to 57%). (KP)

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SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT

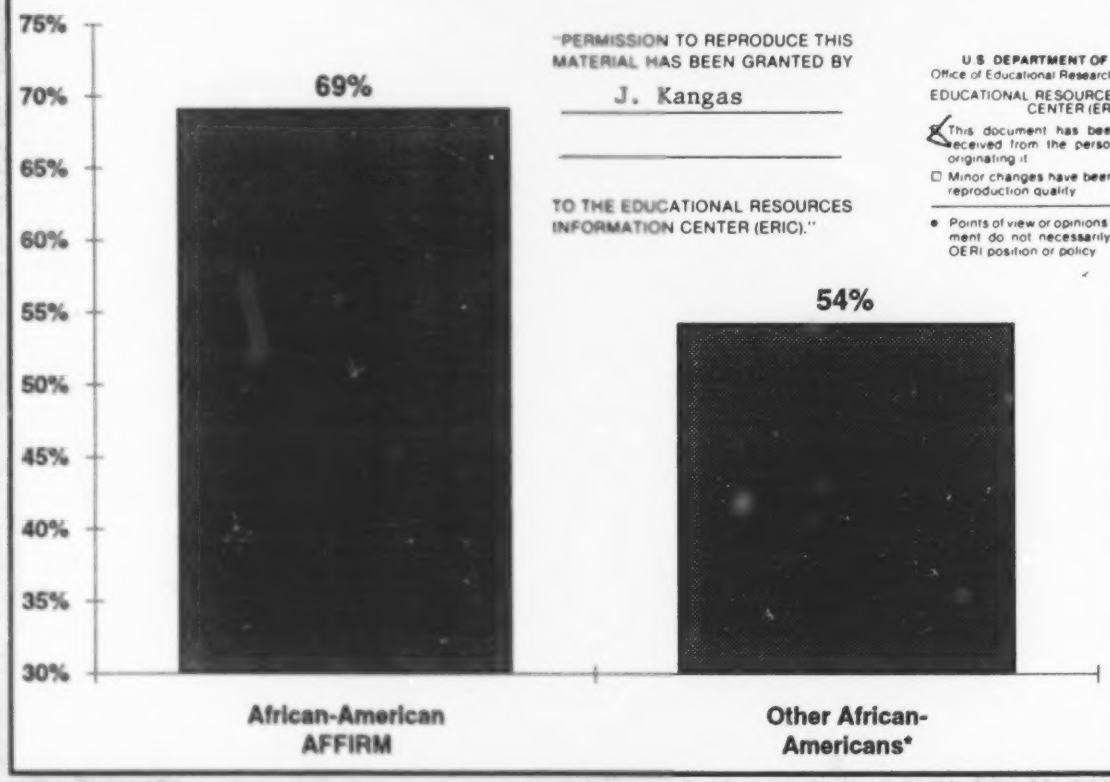
EVERGREEN VALLEY COLLEGE

AFFIRM SUCCESS RATES

Compared to Success Rates of Other African-American Students in the Same Courses

Spring 1993

Overall Success Rate Spring 1993



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* African-American students in non-AFFIRM sections of the same courses

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BACKGROUND
&
ACKNOWLEDGEMENTS

Definitions

Success (Suc) = A + B + C + CR grades

Source Documents

SJ/ECCD Ethnic Grade Distribution Report (#5L2001 Spring 1993)

Project Author

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Mission, History and Program Narrative

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Data Collection and Document Preparation

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Evergreen Valley College
AFFIRM Success Story--Spring 1993

by Jon Kangas
February 1994

Mission

The mission of the Project AFFIRM Program is to address the educational crisis by providing academic and personal support that will significantly increase graduation and transfer rates of African-American students.

History

Project AFFIRM (*African-American First Investment Return Module*) was established in Fall of 1989 in an attempt to address the widespread educational crisis specifically pertaining to African-American students. It is a comprehensive academic and support program designed to assist African-American students in building their self-esteem and in preparing these students for college transfer and/or for graduating with an AA/AS degree. The program's philosophy is that the classroom experience is less rewarding to these students if they are not exposed to and/or involved in a variety of specialized learning strategies and supportive learning environments. It is also evident that all students, and particularly students who are academically underprepared, learn best in a supportive community. Therefore, integration and participation in supportive learning environments are pertinent to the learning and retention of all students, especially the underprepared.

The Program

Courses in the program combine career and economic prosperity components into a successful life survival plan of action and towards higher educational goals. Career and financial management training are combined with general education courses to enhance the students' knowledge of what is expected in the real world.

The program has served approximately 400 African-American students. With an increasing number of students participating in the project, it has grown into a comprehensive program.

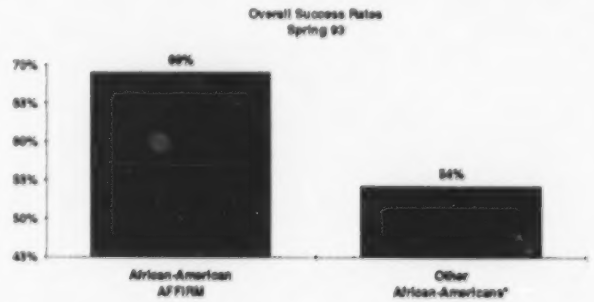
Students enrolled in the program have culture-specific role model teachers for instruction. Courses have the same content as other campus courses taught in a traditional mode, but the AFFIRM courses utilize non-traditional delivery and intervention strategies. Program aides are in the classroom to provide extra assistance to the students.

In Spring 1993, Project AFFIRM offered seven classes:

English 1A	- English Composition
English 104	- Fundamentals of Composition
English 330	- Improvement of Writing
Chemistry 15	- Fundamentals of Chemistry
Guidance 95	- College Study Techniques
Mathematics 12	- Algebra I
Communication Studies 45	- Small Group Communications

Supportive Services Provided by the Project AFFIRM Program:

- → academic and personal counseling
- → tutoring
- → mentoring
- → economic literacy and self-esteem workshops
- → scholarships, book and personal emergency loans



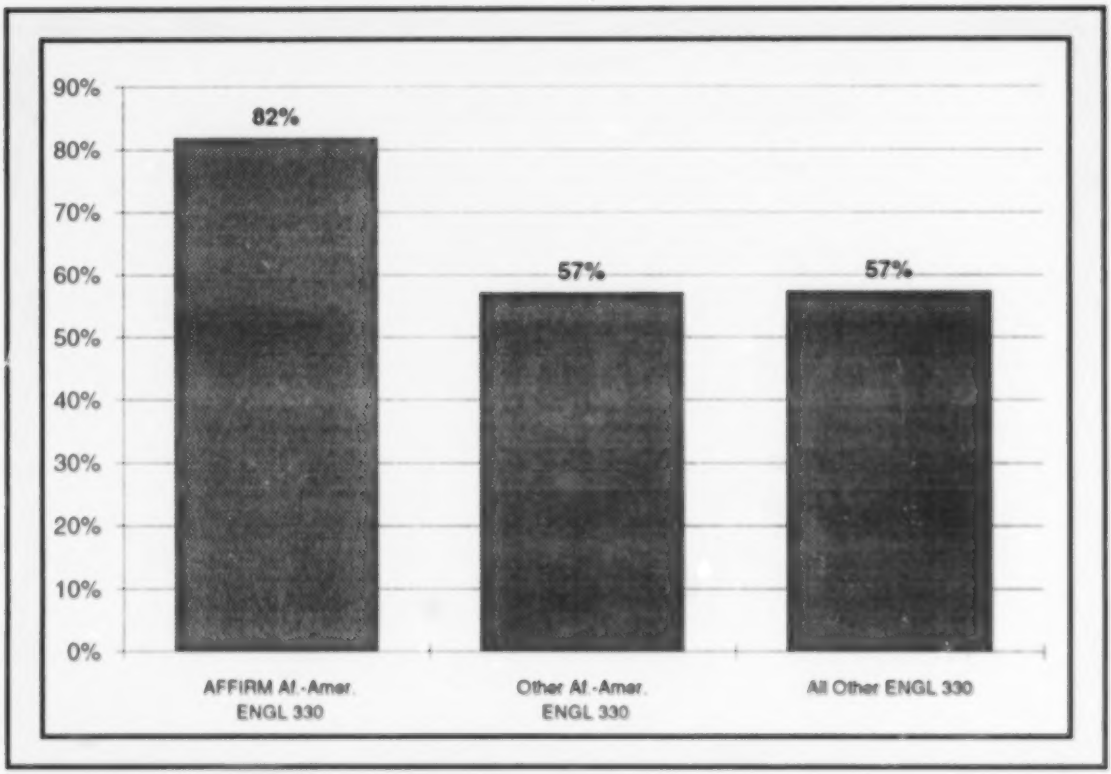
Evergreen Valley College

Success Rates of African-American AFFIRM Students in English 330

Compared to Other English 330 African-American Students and to All Other English 330 Students

Spring 1993

Group	Tot #	# Suc	% Suc
AFFIRM Af.-Amer.- ENGL 330	11	9	82%
Other Af.-Amer.- ENGL 330	14	8	57%
All Other ENGL 330	319	183	57%



Comment: African-American AFFIRM students in English 330 had a much higher success rate at 82% than the 54% success rate for all other African-American students taking English 330.

This was a combined English 330 and English 104 section, with 21 English 104 students who succeeded at a rate of 86%. A matriculation aide assisted the instructor.

Key:

AFFIRM Af.-Amer. ENGL 330 = African-American AFFIRM students in English 330
Other Af.-Amer ENGL 330 = English 330 African-American students in non-AFFIRM sections
All Other ENGL 330 = All English 330 students minus African-American AFFIRM students

Evergreen Valley College

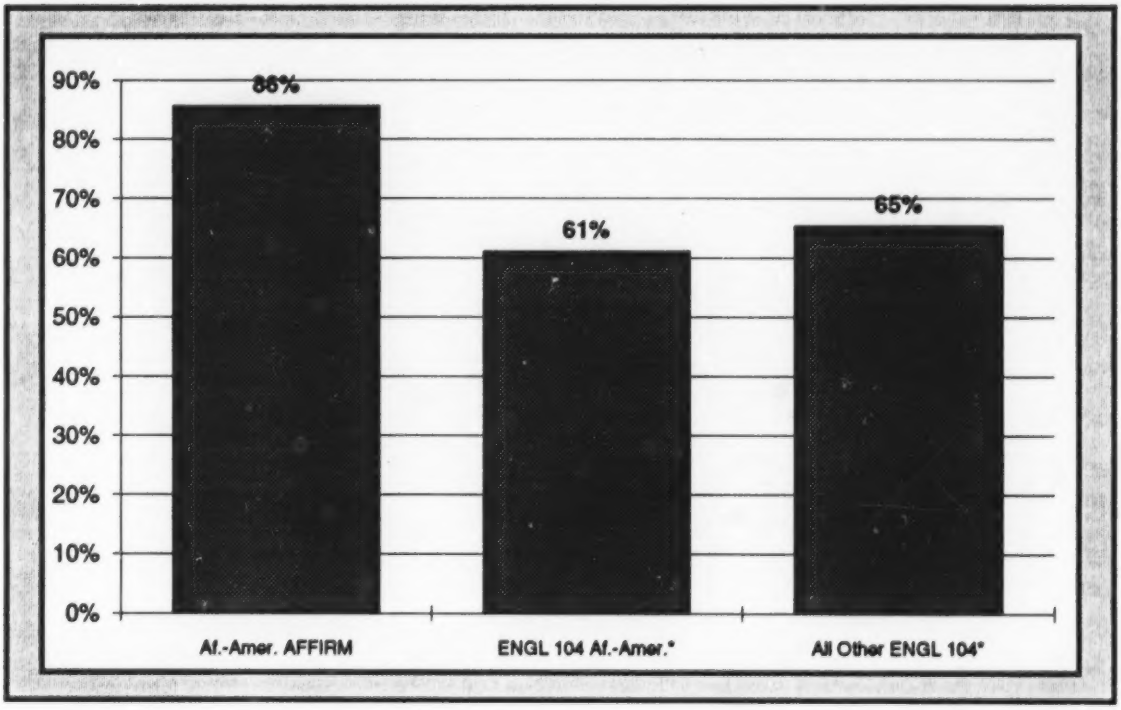
Success Rates of African-American AFFIRM Students in English 104

Compared to All English 104 African-Americans and All Other English 104 Students

Spring 1993

Group	Tot #	# Suc	% Suc
Af.-Amer. AFFIRM	21	18	86%
ENGL 104 Af.-Amer.*	18	11	61%
All Other ENGL 104*	399	261	65%

*minus African-American AFFRIM students



Comment: English 104 (one level below English Composition) African-American AFFIRM students had a much higher success rate at 86% compared to 61% for all other African-American students taking English 104. This was a combined English 330/English 104 class, with eleven African-American English 330 students who succeeded at a rate of 82%; a matriculation aide assisted the instructor.

Key:

Af.-Amer. AFFIRM= African-American AFFIRM students in English 104
ENGL 104 Af.-Amer.* = All English 104 African-Americans minus African-American AFFIRM students
All Other ENGL 104* = All English 104 minus African-American AFFIRM students

Evergreen Valley College

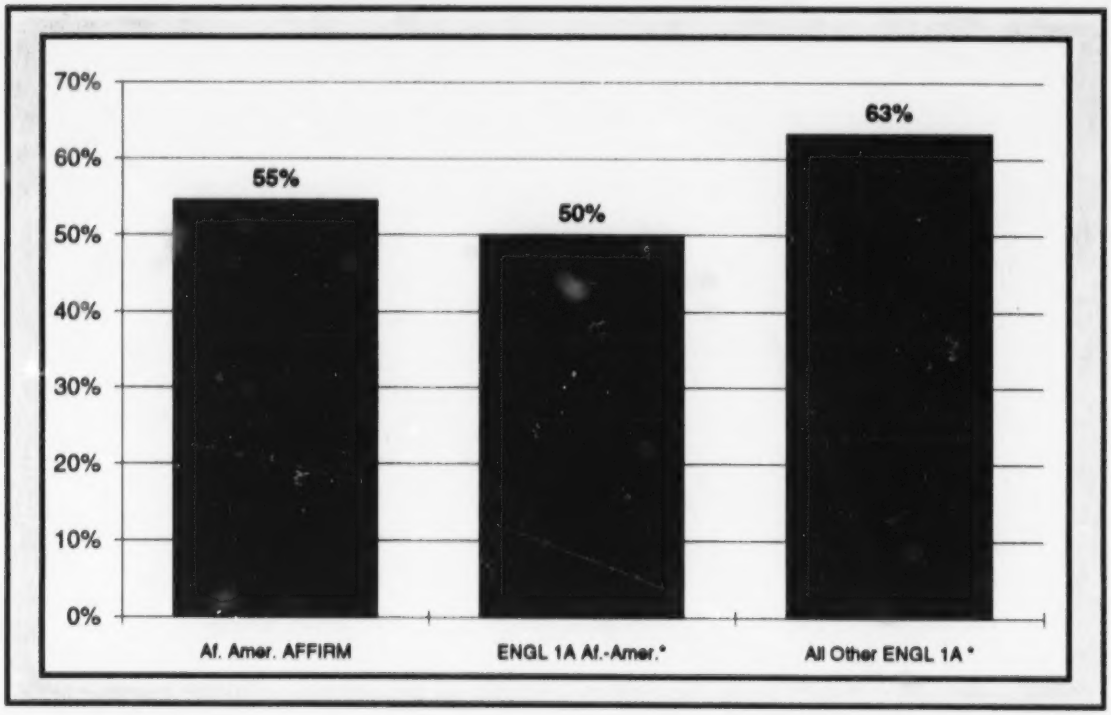
Success Rates of African-American AFFIRM Students in English 1A

Compared to All English 1A African-Americans and All Other English 1A Students

Spring 1993

Group	Tot #	# Suc	% Suc
Af. Amer. AFFIRM	33	18	55%
ENGL 1A Af.-Amer.*	24	12	50%
All Other ENGL 1A *	706	447	63%

*minus African-American AFFIRM Students



Comment: African-American AFFIRM English 1A students were more successful at 55% than other African-Americans students in English 1A at 50% and much higher than the Fall 1992 AFFIRM English 1A success rate of 34%

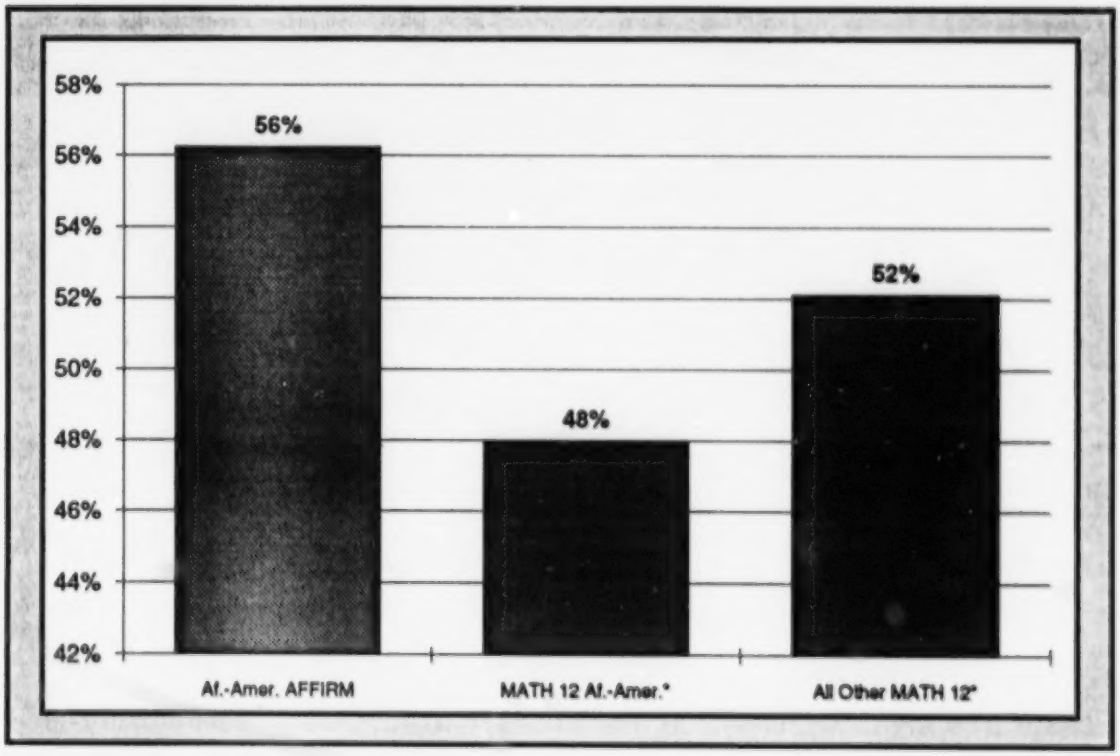
Key:

Af.-Amer. AFFIRM= African-American AFFIRM students in English 1A
ENGL 1A Af.-Amer.* = English 1A African-Americans minus African-American AFFIRM students
All Other ENGL 1A* = All English 1A students minus African-American AFFIRM students

Evergreen Valley College
Success Rates of African-American AFFIRM Students in Math 12 (Algebra)
Compared to All Math 12 African-Americans and All Other Math 12 Students
Spring 1993

Group	Tot #	# Suc	% Suc
Af.-Amer. AFFIRM	16	9	56%
MATH 12 Af.-Amer.*	25	12	48%
All Other MATH 12*	520	271	52%

* minus African-American AFFIRM students



Comment: The AFFIRM African-American Algebra (Math 12) students' success rate was higher at 56% than other African American students in Math 12 at 48% and higher than that of all other Math 12 students at 52%. This class was taught by a part-time African-American instructor and had non-AFFIRM students in the classroom.

Key:

Af.-Amer. AFFIRM = African-American AFFIRM students in Math 12
MATH 12 Af.-Amer.* = All Math 12 African-Americans minus African-American AFFIRM students
All Other MATH 12* = All Math 12 students minus African-American AFFIRM students

Evergreen Valley College

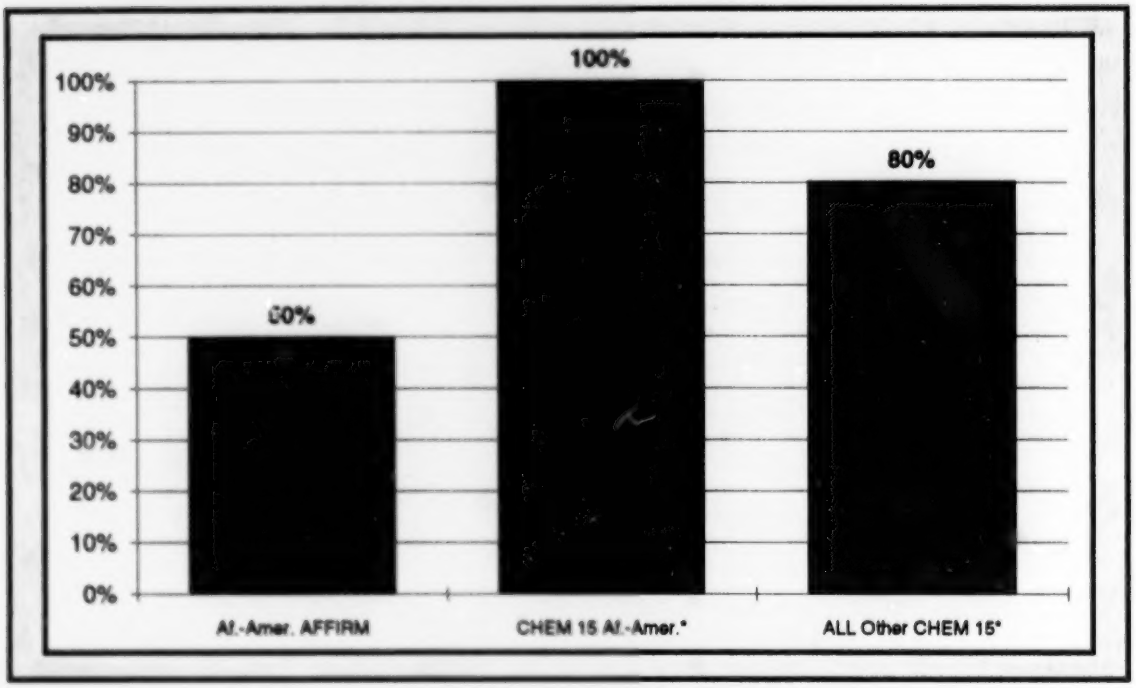
Success Rates of African-American AFFIRM Students in CHEM 15

Compared to All CHEM 15 African Americans and All Other CHEM 15 Students

Spring 1993

Group	Tot #	# Suc	% Suc
Af.-Amer. AFFIRM	4	2	50%
CHEM 15 Af.-Amer.*	2	2	100%
ALL Other CHEM 15*	111	89	80%

*minus African-American AFFIRM students



Comment: There were only 6 African-American students in Chemistry 15 this semester, all of them AFFIRM students, but only 4 of them were in the AFFIRM class because of schedule conflicts. The 4 African-American AFFIRM students in the AFFIRM Chemistry 15 had a success rate of 50% compared to 80% for the non-AFFIRM students. Both of the African-American students in the non-AFFIRM sections succeeded (100%). Low N's do not give stable results; more research will be needed. Students in the AFFIRM section were taught by a part-time African-American instructor along with other students in the classroom. In Spring 1994, the program will offer a Chemistry 30A class instead of Chemistry 15. An additional support lab will be available to the students.

Key:

Af.-Amer. AFFIRM = African-American AFFIRM students in CHEM 15
CHEM 15 Af.-Amer.* = African-American AFFIRM students in non-AFFIRM sections of CHEM 15 minus African-American AFFIRM students
All Other CHEM 15* = All CHEM 15 minus African-American AFFIRM students

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Evergreen Valley College

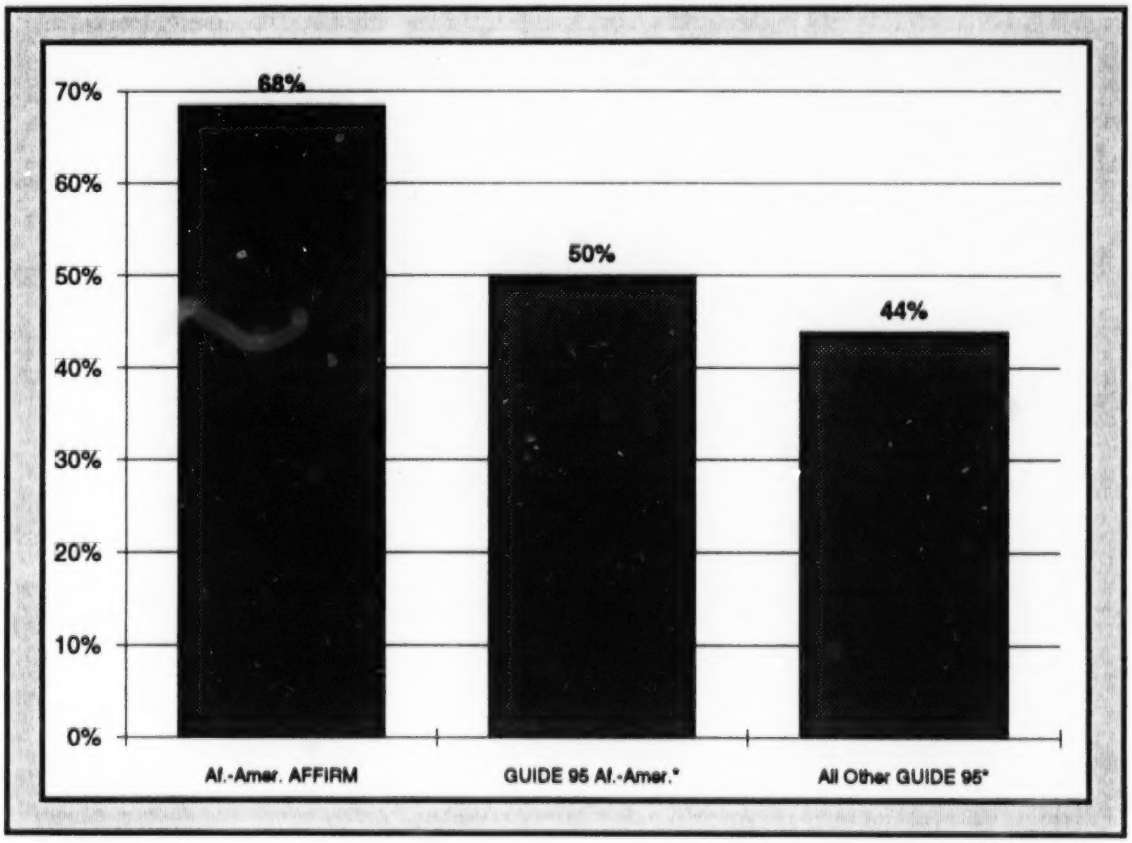
Success Rates of African-American AFFIRM Students in GUIDE 95

Compared to All GUIDE 95 African-Americans and All Other GUIDE 95 Students

Spring 1993

Group	Tot #	# Suc	% Suc
Af.-Amer. AFFIRM	19	13	68%
GUIDE 95 Af.-Amer.*	2	1	50%
All Other GUIDE 95*	41	18	44%

*minus African-American AFFIRM students



Comment: African-American AFFIRM students in GUIDE 95 had a higher success rate at 68% than all other GUIDE 95 students at 44%.

Key:

Af.-Amer. AFFIRM = African-American AFFIRM students in GUIDE 95 for Spring 1993
GUIDE 95 Af.-Amer.* = All GUIDE 95 African-American students minus African-American AFFIRM students
All Other GUIDE 95* = All GUIDE 95 minus African-American AFFIRM students

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Evergreen Valley College

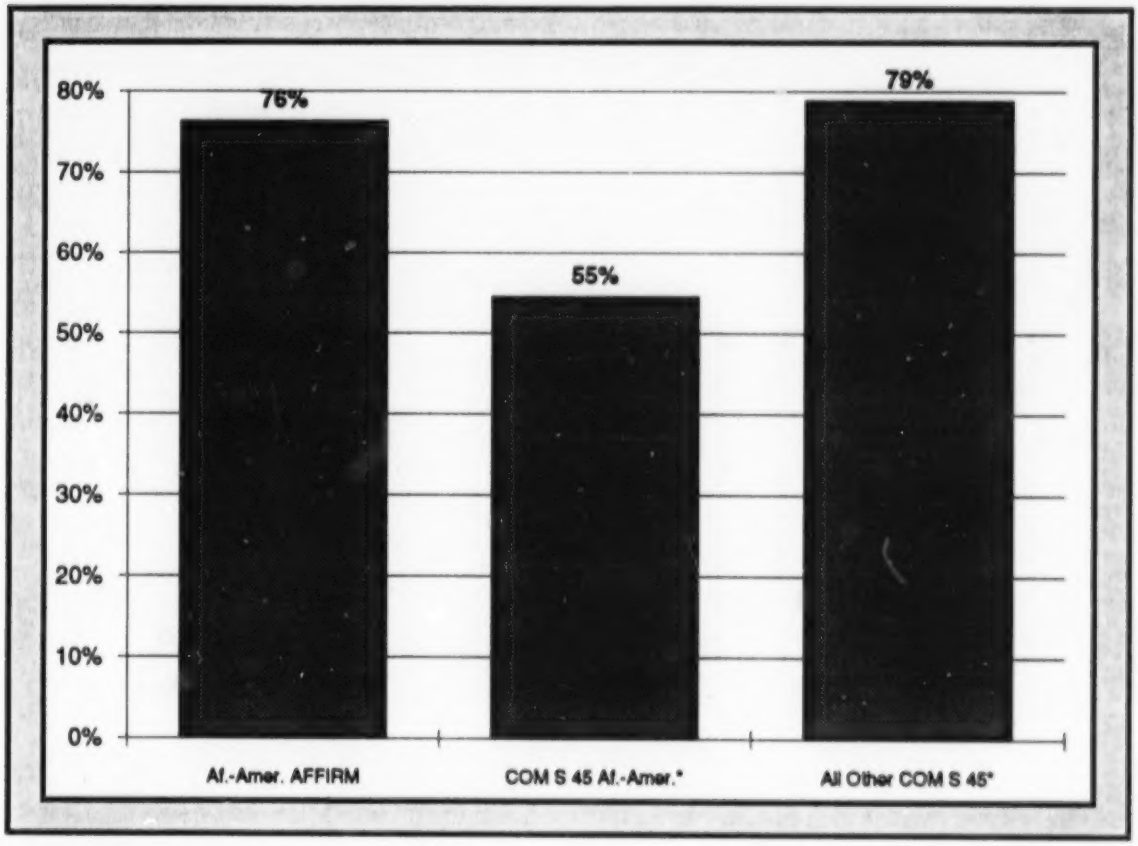
Success Rates of African-American AFFIRM Students in COM S 45

Compared to All COM S 45 African-Americans and All Other COM S 45 Students

Spring 1993

Group	Tot #	# Suc	% Suc
Af.-Amer. AFFIRM	38	29	76%
COM S 45 Af.-Amer.*	11	6	55%
All Other COM S 45*	355	280	79%

*minus African-American AFFIRM students



Comment: African-American AFFIRM students in COM S 45 had a much higher success rate at 76% than all other COM S 45 African-Americans (55%), and nearly the same success rate as all other COM S 45 students at 79%.

Key:

Af.-Amer. AFFIRM = African-American AFFIRM students in COM S 45
COM S 45 Af.-Amer.* = All COM S 45 African-Americans minus African-American AFFIRM students
All Other COM S 45* = All COM S 45 minus African-American AFFIRM students

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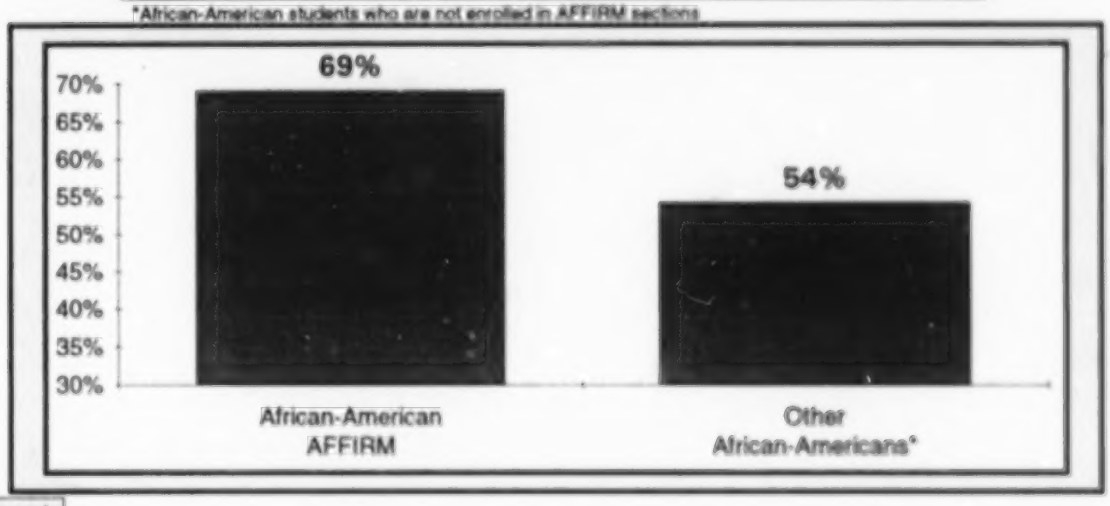
Evergreen Valley College

Overall Success Rates for African-American AFFIRM Students Compared to Other African-Americans in the Same Courses

Spring 1993

Group	African-American AFFIRM			Other African-Americans*		
	Tot #	# Suc	% Suc	Tot #	# Suc	% Suc
English 330	11	9	82%	14	8	57%
English 104	21	18	86%	18	11	61%
English 1A	33	18	55%	24	12	50%
Math 12	16	9	56%	25	12	48%
CHEM 15	4	2	50%	2	2	100%
GUIDE 95	19	13	68%	2	1	50%
COM S 45	38	29	76%	11	6	55%
Total	142	98	**69%**	96	52	**54%**

*African-American students who are not enrolled in AFFIRM sections



Comment:

The overall success rate of African-American AFFIRM students in seven AFFIRM sections was 69% compared to 54% for African-Americans in non-AFFIRM comparison sections, a 14 percentage point difference. Overall AFFIRM success rates were 7 percentage points higher than non-AFFIRM African-Americans last semester, 46% compared to 41%: rates of all African-American students in these courses have increased dramatically since last semester. These are encouraging results.

There was a notably higher success rate of African-American AFFIRM students in English 104 in Spring 1993 compared to other African-Americans in English 104 (86% to 61%); AFFIRM students also did much better than other African-American students in English 330 (82% compared to 57%). The students in these two courses shared the same room and time slot and had the assistance of a matriculation aide. Was it the AFFIRM program, the matriculation aide, or the combination of the two that related to success? The AFFIRM students also had a higher success rate in the Communication Studies class (76%) than the other African-American students (55%).

It should be noted that many African-American students who are not enrolled in the AFFIRM sections are receiving support services from the program. The two African-American Chemistry 15 students who were not in the AFFIRM section were actually AFFIRM students whose schedules didn't allow them to enroll in the AFFIRM section.

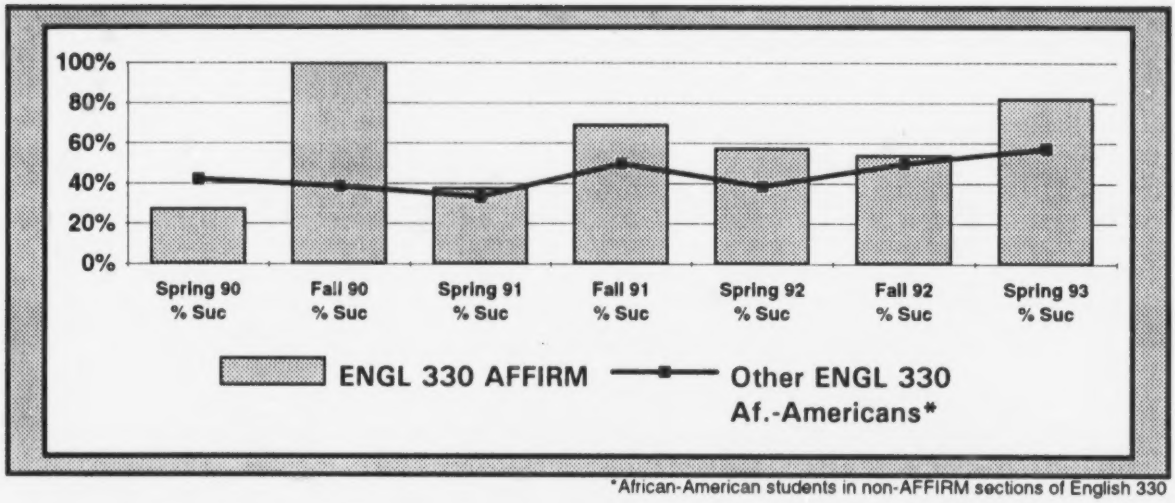
Evergreen Valley College

Success Rates of African-American AFFIRM Students in English 330 Compared to Other African-Americans in English 330 Over Seven Semesters

Spring 1990 through Spring 1993

Question: What number and percent of African-American AFFIRM students succeeded in English 330 from Spring 1990 through Spring 1993 compared to African-American students in non-AFFIRM sections of in English 330?

Group	Spring 90 % Suc	Fall 90 % Suc	Spring 91 % Suc	Fall 91 % Suc	Spring 92 % Suc	Fall 92 % Suc	Spring 93 % Suc	Total % Suc
Total# (#Suc)	11 (3)	6 (6)	8 (3)	16 (11)	7 (4)	13 (7)	11 (9)	72 (43)
ENGL 330 AFFIRM	27%	100%	38%	69%	57%	54%	82%	60%
Total# (#Suc)	26 (11)	26 (10)	21 (7)	26 (13)	26 (10)	10 (5)	14 (8)	149 (64)
Other ENGL 330 Af.-Americans*	42%	38%	33%	50%	38%	50%	57%	43%



*African-American students in non-AFFIRM sections of English 330

Answer: Over 7 semesters, the total success rate for African-American AFFIRM students in English 330 was 60% compared to other English 330 African-Americans at 43%.

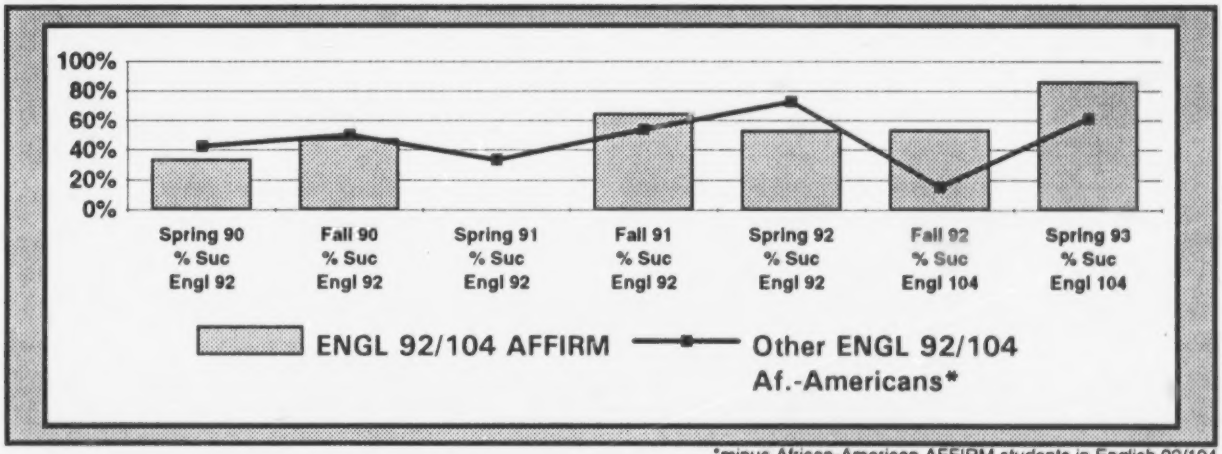
In 6 of the 7 semesters, the African-American AFFIRM students in English 330 had a higher success rate than the other English 330 African-Americans. Most individual AFFIRM sections had small numbers of African-American AFFIRM students, therefore, caution should be used in generalizing from data for a single semester's comparisons.

Key: ENGL 330 AFFIRM = African-American AFFIRM students in English 330
Other ENGL 330 Af.-Americans* = African-American students in non-AFFIRM sections of English 330

Evergreen Valley College
Success Rates of African-American AFFIRM Students in English 92/104 Compared to Other African-Americans in English 92/104 Over Seven Semesters
Spring 1990 through Spring 1993

Question: What number and percent of African-American AFFIRM students succeeded in English 92 (which became English 104 in F92) from Spring 1990 through Spring 1993 compared to other African-Americans in the same course(s) during the same semesters?

Group	Spring 90 % Suc Engl 92	Fall 90 % Suc Engl 92	Spring 91 % Suc Engl 92	Fall 91 % Suc Engl 92	Spring 92 % Suc Engl 92	Fall 92 % Suc Engl 104	Spring 93 % Suc Engl 104	Total % Suc
Total# (#Suc)	6 (2)	17 (8)	0 (0)	14 (9)	17 (9)	15 (8)	21 (18)	90 (54)
ENGL 92/104 AFFIRM	33%	47%	N/A	64%	53%	53%	86%	60%
Total# (#Suc)	40 (17)	46 (23)	21 (7)	24 (13)	22 (16)	26 (4)	18 (11)	197 (91)
Other ENGL 92/104 Af.-Americans*	43%	50%	33%	54%	73%	15%	61%	46%



*minus African-American AFFIRM students in English 92/104

Answer: Over 7 semesters, the total success rate for African-American AFFIRM students in English 92/104 was 60% compared to other English 92/104 African-Americans at 46%.

In 3 of 7 semesters, the African-American AFFIRM students in English 92/104 had a higher success rate than the other English 92/104 African-Americans. Most individual AFFIRM sections had small numbers of African-American students, therefore, caution should be used in generalizing from data for a single semester's comparisons.

Key:
ENGL 92/104 AFFIRM = African-American AFFIRM students in English 92/104
Other ENGL 92/104 Af.-Americans* = All African-American students in English 92/104 except African-American AFFIRM students

Note: AFFIRM English 92 was not offered in Spring 1991. English 92 changed to English 104 in Fall 1992.